

BENNETTSTVILLE MIDDLE

701 Cheraw Street
Bennetttsville, SC 29512

GRADES 6-8 Middle School

ENROLLMENT 492 Students

PRINCIPAL Tommy Clark 843-479-5941

SUPERINTENDENT Dr. David A. Sherbine 843-479-4016

BOARD CHAIR Mr. Ronald B. Henegan 843-479-7838

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	30	14

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 10 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Average	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Average	No

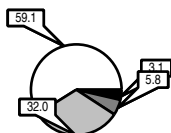
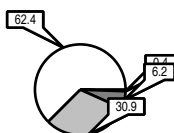
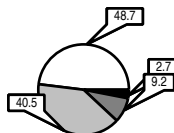
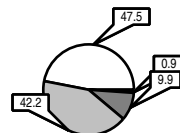
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	480	96.7	61.0	31.9	6.4	0.7	13.4	No	Yes
Gender									
Male	276	96.4	64.8	29.6	4.3	1.2	11.1		
Female	204	97.1	55.9	34.9	9.1	0.0	16.7		
Racial/Ethnic Group									
White	90	94.4	50.0	40.0	10.0	0.0	18.8	Yes	Yes
African-American	385	97.1	63.6	29.9	5.6	0.8	12.1	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	387	98.7	55.9	35.8	7.7	0.6	16.0		
Disabled	93	88.2	85.5	13.2	0.0	1.3	1.3	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	480	96.7	61.0	31.9	6.4	0.7	13.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	480	96.7	61.0	31.9	6.4	0.7	13.4		
Socio-Economic Status									
Subsidized meals	420	96.7	62.7	30.6	6.2	0.5	12.4	No	Yes
Full-pay meals	60	96.7	49.1	41.5	7.5	1.9	20.8		

Mathematics - State Performance Objective = 15.5%									
All Students	480	96.9	58.0	33.0	5.9	3.2	14.3	No	Yes
Gender									
Male	276	96.7	60.6	31.5	4.3	3.5	13.0		
Female	204	97.1	54.3	34.9	8.1	2.7	16.1		
Racial/Ethnic Group									
White	90	94.4	43.8	42.5	8.8	5.0	21.3	Yes	Yes
African American	385	97.4	60.8	31.0	5.4	2.8	12.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	387	99.0	51.9	37.1	7.1	3.8	17.0		
Disabled	93	88.2	86.8	13.2	0.0	0.0	1.3	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	480	96.9	58.0	33.0	5.9	3.2	14.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	480	96.9	58.0	33.0	5.9	3.2	14.3		
Socio-Economic Status									
Subsidized meals	420	96.9	59.7	32.0	5.9	2.3	13.2	No	Yes
Full-pay meals	60	96.7	45.3	39.6	5.7	9.4	22.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	173	98.8	70.9	25.3	3.8	N/A	3.8
	Grade 7	140	97.1	57.0	34.4	8.6	N/A	8.6
	Grade 8	190	100.0	65.5	31.0	3.5	N/A	3.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	159	100.0	75.0	18.4	6.6	N/A	6.6
	Grade 7	176	92.6	58.2	38.6	3.2	N/A	3.2
	Grade 8	145	97.9	50.0	39.1	9.4	1.4	10.9

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	173	99.4	56.6	34.6	6.3	2.5	8.8
	Grade 7	140	100.0	66.2	25.4	4.6	3.8	8.5
	Grade 8	190	98.4	66.7	30.4	2.3	0.6	2.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	159	100.0	54.6	34.2	8.6	2.6	11.2
	Grade 7	176	93.2	57.9	33.3	5.0	3.8	8.8
	Grade 8	145	97.9	63.0	30.4	3.6	2.9	6.5

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 492)				
Students enrolled in high school credit courses (grades 7 & 8)	6.0%	No change	9.3%	14.6%
Retention rate	2.6%	Down from 3.7%	3.8%	3.0%
Attendance rate	94.8%	Up from 94.4%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.3%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.2%		8.5%	5.3%
Eligible for gifted and talented	4.8%	Down from 5.7%	6.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.0%	Up from 16.2%	15.1%	13.9%
Older than usual for grade	8.3%	No change	7.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.3%	Down from 6.5%	1.2%	0.9%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	34.3%	Up from 29.4%	46.7%	48.7%
Continuing contract teachers	71.4%	Down from 76.5%	70.7%	81.7%
Highly qualified teachers**	87.0%	N/A	87.7%	90.4%
Teachers with emergency or provisional certificates	0.0%		13.4%	5.3%
Teachers returning from previous year	73.4%	Up from 70.5%	76.0%	85.1%
Teacher attendance rate	92.4%	Down from 94.2%	94.5%	94.8%
Average teacher salary	\$37,040	Down 1.0%	\$38,546	\$40,566
Prof. development days/teacher	21.6 days	Up from 21.1 days	12.0 days	11.0 days

School				
Principal's years at school	1.0	Down from 2.0	2.0	3.3
Student-teacher ratio in core subjects	23.2 to 1	Up from 16.8 to 1	18.7 to 1	21.3 to 1
Prime instructional time	85.1%	Down from 85.3%	88.1%	89.3%
Dollars spent per pupil*	\$6,499	Up 18.6%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	50.9%	Down from 58.8%	60.3%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.8%	Down from 99.0%	83.6%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	85.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2003-04 was a very positive year for Bennettsville Middle School. The administration and instructional staff received on-going site-based training with follow-up on the components of the America's Choice Design for School Reform and began the curriculum mapping process. Emphasis was also continued on the seven correlates of effective schools. The America's Choice Leadership Team met weekly to plan the strategies and activities needed to steer the school in its journey of school improvement. As part of the America's Choice Program, students were required to read twenty-five books or book equivalents. Approximately 200 students met the challenge and were treated with an all-expense paid trip to Carowinds.

Two students qualified for the South Carolina Junior Scholars Program. Teachers used the Harcourt-Brace Reference Exam and EduTest to analyze the strengths and needs of individual students along with a variety of other assessment formats which incorporated higher order thinking and which aligned to the standards taught. An effective after-school EPICS Program, Homework Center, and Saturday Academy provided the support students needed for comprehensive remediation. The Book of the Month Program, foundations of literacy and mathematics, and "ramp up" classes were used to close the achievement gap for at-risk students. A "no charge" breakfast program was implemented for all students. Mid year, three technology coaches were employed, one for each grade level. Their main task was to work with classroom teachers to integrate technology into academic instruction. Thus computers, graphing calculators, and palms became learning tools for BMS students. Finally, BMS continued its strong emphasis in athletics, winning championships in several areas.

The BMS administration, faculty, and staff believe that all children can learn and are dedicated to quality teaching and continuous improvement in student achievement. We pledge to continue the use of best practices as our instructional focus to meet the specific needs of each student. 2003-04 was an exciting and productive year at BMS. 2004-05 will be even better.

Tommy Clark, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	115	98
Percent satisfied with learning environment	46.9%	50.4%	61.9%
Percent satisfied with social and physical environment	51.5%	52.6%	57.3%
Percent satisfied with home-school relations	18.8%	82.6%	66.3%

*Only students at the highest middle school grade level at this school and their parents were included.